



Year 4 Reading Knowledge and Skills Progression

<u>Word Reading</u>	
<u>Phonics and Decoding</u>	<u>Fluency</u>
<ul style="list-style-type: none"> • To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. • To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently. 	<p><i>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary and additional support delivered for specific pupils who need to improve fluency.</i></p>
<p><u>Common Exception Words:</u> To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and these occur in the word.</p>	

	<u>Key Reading Skills</u>	<u>Suggested question stems for whole class reading</u>
Vocabulary	<ul style="list-style-type: none"> • Using dictionaries to check the meaning of words that they have read • Use a thesaurus to find synonyms • Discuss why words have been chosen and the effect these have on the reader • Explain how words can capture the interest of the reader • Discuss new and unusual vocabulary and clarify the meaning of these • Find the meaning of new words using the context of the sentence. 	<ul style="list-style-type: none"> • Can you find the meaning or a word with a similar meaning in a dictionary or thesaurus? • What does this word/phrase/sentence tell you about the character/setting/mood? • By writing..., what effect has the author created? • Do you think they intended to? • What other words/phrases could the author have used here? Why? How has the author...? • Which word is closest in meaning to...?



St Barnabas CE Primary School

Preparing for a positive future, achieved through faith

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Inference</p>	<ul style="list-style-type: none"> • Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions) • Infer characters' feelings, thoughts and motives from their stated actions. • Consolidate the skill of justifying them using a specific reference point in the text • Use more than one piece of evidence to justify their answer 	<ul style="list-style-type: none"> • What do you think.... means? • Why do you think that? Could it be anything else? • I think....; do you agree? Why / why not? • How do you think....? • Can you explain why....? • Can you explain why based on two different pieces of evidence? • What do these words mean and why do you think that the author chose them? • Find and copy a group of words which show that... • What impression of ...do you get from this paragraph?
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Prediction</p>	<ul style="list-style-type: none"> • Justify predictions using evidence from the text. • Use relevant prior knowledge as well as details from the text to form predictions and to justify them. • Monitor these predictions and compare them with the text as they read on 	<ul style="list-style-type: none"> • Can you think of another text with a similar theme? How do their plots differ? • Which stories have openings like this? Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story? • What does this paragraph suggest what will happen next? • Do you think ... will happen? Explain your answers with evidence from the text.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Explanation</p>	<ul style="list-style-type: none"> • Discussing words and phrases that capture the reader's interest and imagination • Identifying how language, structure, and presentation contribute to meaning • Recognise authorial choices and the purpose of these 	<ul style="list-style-type: none"> • What is similar/different about two characters? Did the author intend that? • Explain why... did that. • Describe different characters' reactions to the same event. • Is this as good as...? • Which is better and why? • What can you tell me about how this text is organised? • Why is the text arranged in this way? • What is the purpose of this text and who is the audience? • How does the author engage the reader here? • Which section was the most ...? Why?



St Barnabas CE Primary School

Preparing for a positive future, achieved through faith

Retrieval	<ul style="list-style-type: none"> • Confidently skim and scan texts to record details, • Using relevant quotes to support their answers to questions. • Retrieve and record information from a fiction or non-fiction text. 	<ul style="list-style-type: none"> • Find the... in this text. Is it anywhere else? • When/where is this story set? How do you know? • Find the part of the story that best describes the setting. • What do you think is happening here? Why? • What might this mean? • Whose perspective is the story told by and how do you know? • How can you use the subheading to help you here?
Summarising	<ul style="list-style-type: none"> • Use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information. • Identifying main ideas drawn from more than one paragraph. • Identify themes from a wide range of books • Summarise whole paragraphs, chapters or texts • Highlight key information and record it in bullet points, diagrams, maps etc 	<ul style="list-style-type: none"> • What is the main point in this paragraph? Is it mentioned anywhere else? • Sum up what has happened so far in X words/seconds or less. • Which is the most important point in these paragraphs? Why? • Do any sections/paragraphs deal with the same themes? • How might I record this to ensure the best possible outcome?